

# Enhancing Professional Practice Portfolios (PPP) in Teacher Training (TT)

Sarah Telfer

Skills for Life Pathway Leader

Dr. Maria Rodriguez-Yborra

Reader in Technology Enhanced Learning

# Introductions



# What if.... : case study

- You just have won some important ICT lottery funding...
  - Think what ideas on ICT innovation you would do in your academic practice
  - What would be on top of your priorities?
- 5 mins in pairs
- Feedback



# Well.. We feel ICT 'rich' at the TT programme



- We have a great TT team
- We have IT infrastructure in place
- We have a newly & innovative revalidated TT curriculum
- We have a healthy TT intake

# UoB TT PPP Background and present

# What is PPP in TT?

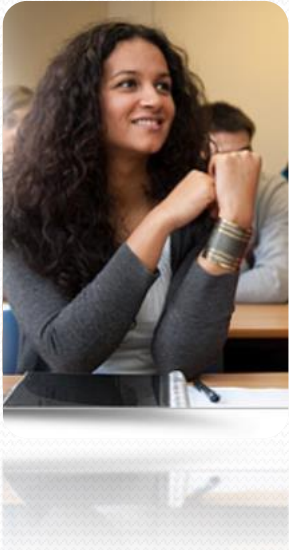
**Professional Practice Portfolio Levels 5,6 & 7**

**20 Credits (Generic Pathway)**

**25 Credits (ESOL/Literacy Pathway)**

The assessment for this module is in the form of a portfolio in which trainee teachers provide evidence related to their personal and professional development as a teacher in the FE and Skills sector.

The portfolio is completed on line throughout the course as part of personal and professional Development.





# Main parts of the PPP Module in a TT programme



**Part 1:** Action plan, Minimum Core and Observations

**Part 2:** Reflective journal

**Part 3:** M Level: Professional Development Project

**Part 4:** Portfolio of Professional Practice

# Part One



Identify and engage in personal and professional self development to improve own practice, including development of personal skills in literacy, language, numeracy and ICT. (Learning outcomes 2 and 3)

- (i) Consider your initial assessment results and produce an **action plan** which evaluates your current strengths and development needs. Describe how you intend to develop your own knowledge, practice and skills, including **literacy, language, numeracy and ICT** skills and demonstrate how this will improve your practice.
- (iii) Complete the **Minimum Core Booklet** for Literacy, Numeracy and ICT.
- (iv) Write up at least two '**peer observations**' using the templates provided.



# Part Two

**Critically evaluate, interpret and apply theories, principles and models of reflective practice to personal and professional development (Learning outcome 1).**

## On-Line Discussions

- 1. What is Reflective Practice? (500 words)**
- 2. Reflection on a Significant Incident (500 words)**
- 3. Reflection on Professional Practice (1500 words)**



# Part 3

## Professional Development Project (up to 1000 words)

- Demonstrate autonomy and reflexivity to engage in personal and professional development to improve own practice Research and undertake appropriate professional development opportunities to enhance your expertise in a specific area of practice, critically reflecting on the outcome. (learning outcomes 2 and 4)



# Part Four

## Portfolio of Professional Practice) (learning outcome 5)

Including :

- log of teaching hours signed by Mentor
- Action Plans from throughout the course
- copies of assignment feedback sheets
- copies of successful teaching observation reports (including relevant lesson plans, resources, self-evaluations etc.)
- two peer observations,
- mentor tracking sheet, evidence of mentor discussions,
- Minimum Core booklet



# PPP: Who and how

- Approximately 300 students are doing PPP
- 4 different Pathways : Generic, ESOL/literacy, Numeracy and Teaching Learners with Additional Needs (TLAN)



*(Also used by our partner Colleges: Bolton College/Bury college/Salford City College/Economic Solutions / Brooksby Melton College)*

- 2014-2015: First year of pilot platform being used by all TT providers from the UOB and partners - we are gaining continual formative feedback and sharing using different approaches and reflections

# The PPP - background

- Trainees feedback *'You said-we did'*
- *PPP efficiency*
- Multimedia capability
- UoB eStrategy
- Subject group *TEL* commitment
- FELTAG
- Storage capacity
- Students excuses...



# Excuses...

Someone  
has stolen  
my  
folder...

I came on my  
motorbike  
today and  
couldn't carry  
it...

I left it  
home, I'll  
bring it in  
'Mañana'...

Due to personal  
circumstances, I  
cant come  
today...

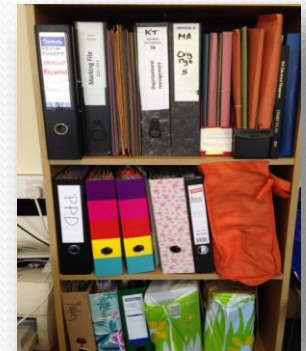
I've left  
my folder  
on the bus

My  
cat/dog  
is ill...

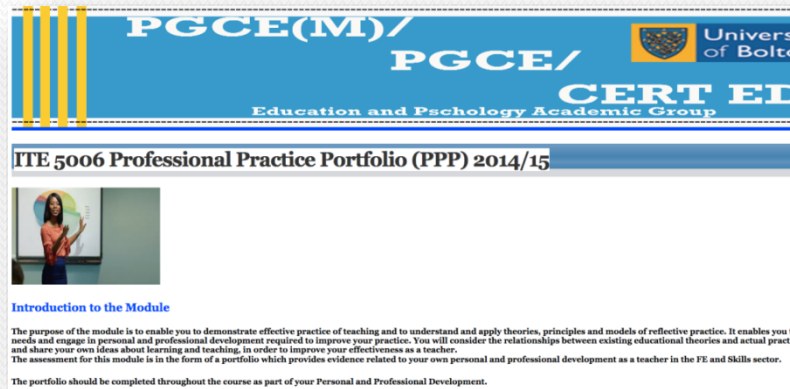
My dog ate  
my folder...



# From *Paper-rich*...









# To Paper-less: practical, efficient and enriching!



PPP Moodle Front page

## PPP Moodle Key Information

Menu.		
<b>PPP Part 1 Action Plans, Minimum Core and Peers Observations</b> 	<b>PPP Part 2 On Line Task 1 Reflection</b> 	<b>PPP Part 2 On Line Task 2 Significant</b> 
<b>PPP Part 2 On Line Task 3 Reflection on Professional Practice</b> 	<b>*PPP Part 3 Masters- Level 7 Professional Development Project</b> 	<b>PPP Part 3/4 Portfolio of Professional Development</b> 

## Discussion forum for reflective collaboration



# Turnitin for 'submissions'

The screenshot displays the Turnitin interface. On the left, a sidebar shows a list of assignments: 'Example PPP Level 7 Project', 'PPP Level 7 Action Plan', and 'PPP Level 7 Project'. Below this is a section for '7' with icons for 'HEALTH', 'Economics', and 'Sociology'. The main content area shows a 'Notice' about duplicate submissions. The notice states: 'Duplicate copies of the same Turnitin assignments were found, duplicates occur when one or more Moodle Direct assignment is connected to the same one Turnitin assignment via the Turnitin API. This is known to cause issues, most notably submissions made to one of the duplicates will show up in the submission inbox of the others. To fix this you should either delete the duplicate assignments or reset the course where the duplicate assignments are.' It then lists the following duplicates found:

- ITE5006.6004.7003-14-A-Personal and Professional Practice\_RH (ITE5006.6004.7003PPP\_RH) - PPP Level 7 Action Plan - Part 1
- ITE5006.6004.7003-A-14-Professional Practice Portfolio\_DB (ITE5006.6004.7003PPP\_DB) - PPP Level 7 Action Plan - Part 1
- ITE5006-14 - Professional Practice Portfolio (PPP\_MRY) (ITE5006-14-Professional Practice Portfolio (PPP\_MRY)) - PPP Level 7 Action Plan - Part 1
- PPP Numeracy SFL5009/SFL6009/SFL7009 RJW (PPP Numeracy 2014.2015) - PPP Level 7 Action Plan - Part 1
- ITE5006.6004.7003-14-A-Personal and Professional Practice\_SS copy 1 (ITE5006.6004.7003PPP\_DB\_1) - PPP Level 7 Action Plan - Part 1
- ITE5006.6004.7003-14-A-Personal & Professional Practice\_KT (Sub-time) (ITE 5006/6004/7003) PPP KT) - PPP Level 7 Action Plan - Part 1
- ITE 5006/6004/7003-14-A Personal & Professional Practice\_KT (part-time) (PPP KT2) - PPP Level 7 Action Plan - Part 1
- SFL5009/SFL6009/SFL7009 PPP PR copy 2 (SFL PPD LxESOL 2012\_1\_2) - PPP Level 7 Action Plan - Part 1
- ITE5006.6004.7003-14-A-Personal and Professional Practice\_DB copy 1 (ITE5006.6004.7003PPP\_RH\_1) - PPP Level 7 Action Plan - Part 1
- ITE5006.6004.7003-14-A-Personal and Professional Practice\_RH copy 1 (ITE5006.6004.7003PPP\_RH\_1) - PPP Level 7 Action Plan - Part 1
- SFL5009/SFL6009/SFL7009 PPP CS (PPP Generic CS) - PPP Level 7 Action Plan - Part 1
- ITE5006.6004.7003-14-A-Personal and Professional Practice\_SS-PT (ITE5006.6004.7003PPP\_RH\_2) - PPP Level 7 Action Plan - Part 1


Below the notice, there is a section for 'Turnitin Assignment Name' with the text 'SummaryPlease submit your level 7 Action Plan here'. It also includes a link 'Please look at the example action plan before you submit your own.' and 'Turnitin Tutors'.

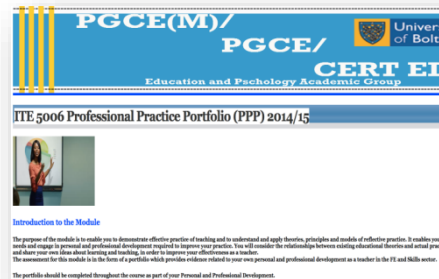
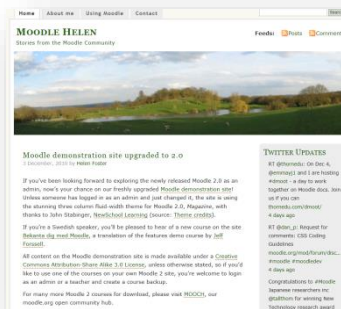
Assignment Part	Start Date	Due Date	Post Date	Max Marks	Export	
Part 1	2006/14. 14.45	27/06/14. 14.45	27/06/14. 14.45	100	-	

Skills for life PPP live example: <http://elearning.bolton.ac.uk/course/view.php?id=10496>

# Option evaluated

- Options considered:

- Online blogs (Cloud-based: Edublogs, WordPress)
- Open-Source:
  - Mahara 
  - MyKnowledge Map 
- VLE based (Blogs within Moodle vs VLE 'module')



# Main challenges



- Design
- Inclusive approach
- Staff resistance
- Student resistance
- IT/ICT infrastructure support
- Learning curve
- **Portability**

# How we are trying to overcome them...

- Staff development
- Peer-support
- Ownership (based on template)
- Cross-University collaboration (Employability, Alumni, Student Union teams)
- Piloting in online (test IT/ICT infrastructure support)
- Share good practice
- Embedding 'portable' (cloud-based) eResources (i.e. online CVs, Linkedin, webpages, blogs, etc).





# What's next?

# Next steps

- Organic enhancement (continuous learning from good practices)
- VLE upgrade
- Start testing/piloting other portable resources (revisiting Mahara and explore MyKnolwedge Map/My Showcase outside the 'health' TT)
- Dissemination of good practice
- Keep exploring emerging options



# Questions



# Thank you for listening!

Sarah Telfer [s.telfer@bolton.ac.uk](mailto:s.telfer@bolton.ac.uk)

Skills for Life Pathway Leader

Dr. Maria Rodriguez-Yborra

Reader in Technology Enhanced Learning

[mar2@bolton.ac.uk](mailto:mar2@bolton.ac.uk)